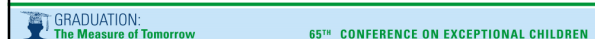


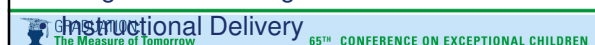
Agenda

- Changes to Curriculum and Instruction classes
- Selection of Fusion Reading program
- Teacher implementation information
- Fusion Reading monitoring procedures



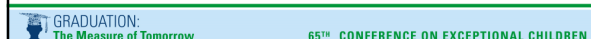
Curriculum and Instruction Restructure

- A committee was formed to create a new vision and structure for middle school and high school C & I classes.
- Communication
- Grading
- Organization
- Time management
- Progress monitoring



C & I Focus

- First areas of focus for the district
- Reading
- Technology
- Self-determination/self advocacy



Vision Statement

- The CCS Curriculum and Instruction program will provide differentiated, specialized, and data-driven instruction in a caring, supportive, and highly structured learning environment overseen by highly qualified staff. Learning activities will be planned collaboratively and will be engaging, goal focused and delivered in a manner that focuses on the whole child and contributes to student success. The



ultimate goal is to ensure the achievement of every student's individualized education plan.

C & I Restructure

- Assumptions
 - Communication of high expectations for student and teacher performance
 - Instruction to address academic, social, behavioral, and functional needs of student
 - Two-way communication with parents, general ed staff, related service staff, support staff, and administration
 - Students evaluated using formative and summative assessments and IEP goals



timely progress monitored

C & I Restructure

- Clear communication between students, parents, and gen ed teachers
- Classroom organization-lessons and activities based on IEP goals
- Grading-goal progress 80%, participation 20%
- Class schedule

C & I Restructure

- CCS determined a reading program was needed to address IEP goals in middle/high school
- Implementation of the reading programs Reading Mastery and Corrective Reading was already established
 - These programs did not meet the needs of the majority of students at the high school level

Fusion Reading

- A comprehensive, research-based reading intervention program for students in grades 6-12
- Flexible, multi-year program that provides struggling adolescent students the skills they need to quickly become fluent, competent, and confident readers using award winning books that are relevant to their lives and problems they face

Fusion Reading

- Time commitment:
 - 90 minutes every day 1 year completion
 - 90 minutes every other day 2 years to complete
 - 60 minutes everyday 2 years to complete
 - 45 minutes everyday 2 years to complete
- Timeframe for program: Warm up, thinking reading, explicit instruction, vocabulary, and wrap up



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Fusion Reading

- Instruction includes:
 - Establish the Course: thinking reading strategies for novel reading and explicit instruction for skill development
 - Vocabulary Process: An analysis of words' roots, prefixes, and suffixes with quizzes and answer keys
 - Prediction Strategy: shows students how to summarize what they have read
 - PASS Strategy: Provides instruction to help students succeed on state assessments
 - Possible Selves for Readers: Provides motivation strategies to help students understand how becoming expert readers can impact their futures.
 - Bridging Strategy: offers advanced phonics, decoding, word recognition, and fluency
 - Strategy Integration: Shows students how to use multiple strategies to become better readers.



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Fusion Reading

- CCS decided to pilot program in one of our four zones for middle and high school
- Administration buy-in for both schools
- EC purchased materials for all
- EC Teachers determined who needed the program based on IEP goals and created groups for C and I classes



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Fusion Reading

- First year implementation
 - Middle school barriers
 - High school success
- Second year implementation
 - Administration buy-in—testimonials from teachers
 - All four high schools

Teacher Implementation

How have you implemented the program in your classrooms?

How do students feel about the program?

What are the best parts about the program that you or your students enjoy?

What are aspects of the program you will do differently in the future?

Fusion Reading Monitoring

- Use of Curriculum-Based Measurements
- Procedure for entering data into Google Drive
- Data is used for monitoring effectiveness of program
- Data has become a tool for measuring progress on IEP annual goals

What is Curriculum-Based Measurement?

- Curriculum-based measurement
 - Data collection tools derived directly from the curriculum that student is expected to learn
 - CBM – assessment tools created by teacher (pull material from class curriculum)
 - CBA – assessments pulled from a package (i.e., Skill Builders, DIBELS, Aims-Web, EasyCBM)

Curriculum-Based Measurement

CBM is believed to reduce the gap between assessment and instruction
 Aides teachers in generating superior student achievement
 Easy way to establish goals and present levels of performance
 Higher level of sensitivity
 Administration time is shorter

Curriculum-Based Measurement Things to Remember:

- Designed to serve as “indicators” of general reading achievement: CBM probes don’t measure everything, but measure the important things
- Standardized tests to be given, scored, and interpreted in a standard way
- Researched with respect to psychometric properties to ensure accurate measures of learning

Curriculum-Based Measurement Things to Remember:

- Are sensitive to improvement in brief intervals of time
- Tell us how students earned their scores (qualitative information)
- Designed to be as short as possible to ensure "do-ability."
- Are linked to decision making for promoting positive achievement and problem-solving

CBM Measures Chosen to Progress Monitor Fusion

- EasyCBM Passage Reading Fluency
– 3 times a year
- Maze Fluency (surface level reading comprehension and fluency)
– 10 times a year
- EasyCBM Reading Comprehension
– 4 times a year

Oral Reading Fluency

- Number of words read correctly per minute
- Many standardized passages available or you can make your own based on curriculum
- Current project used passages from EasyCBM

Form 8-1

Student Name: _____ Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about Tricia and Jimmy. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading and at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."
2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "Stop."

Tricia had woken in a frenzy of excitement, but her day had since become more and more depressing with each passing moment. She had walked into the kitchen for breakfast, fully expecting cries of, "Happy Birthday!" from her parents and sister, but was instead greeted by nothing but silence. Tricia was so shocked by this lack of birthday wishes that she failed to even ask why her family sat mutely, as though today were a day like any other. She started to feel really sorry for herself and wasn't sure what she should do about it.

At school, this disturbing pattern continued throughout the day. Tricia thought that her best friend, Jimmy, would remember her special day. However, Jimmy, like her family, failed to offer any indication that he was aware of Tricia's birthday. Again, Tricia was too sad and embarrassed to point out to Jimmy that it was her birthday. By the time school let out and not a single person had wished her a happy birthday, Tricia herself was beginning to feel like it was just an average

day. She even began to second-guess herself, and wondered if she had somehow

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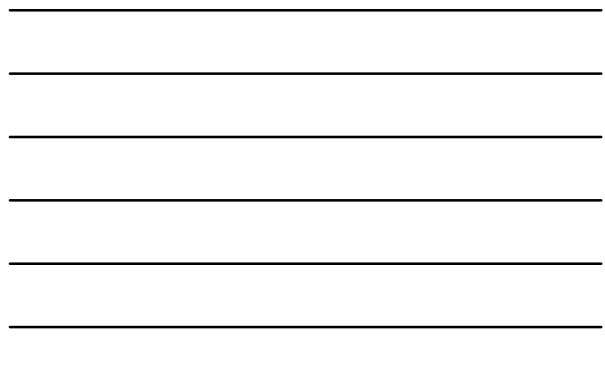
MAZE Fluency (Comprehension)

- **Students read silently for 3 minutes from 8th grade level Reading MAZE Passages**
- **Determine the number of correct answers**

Measure	Time	Test Arrangements	What Is Scored
CBM Maze Reading	3 minutes	Individual, Small Group, Classroom Group	# of Correct Answers

EasyCBM Reading Comprehension

Grade leveled passages with 20 multiple choice questions about passage
Passages have national norms
Currently free based on a classroom license



- Several teachers started to report that they were using the data to help with present level of performance, goal setting, and progress monitoring
- Several teachers reported that the data made the IEP process much smoother and were better able to explain functioning to parents.

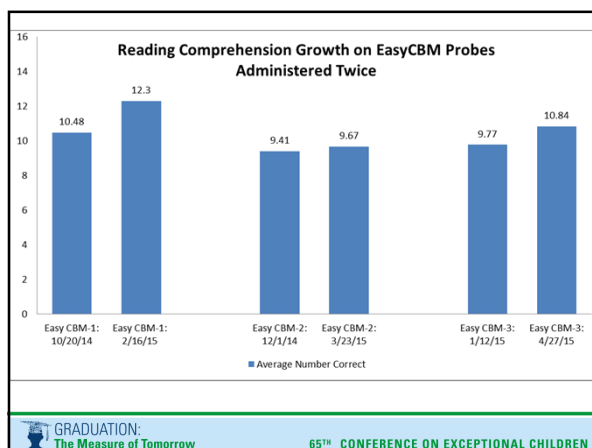
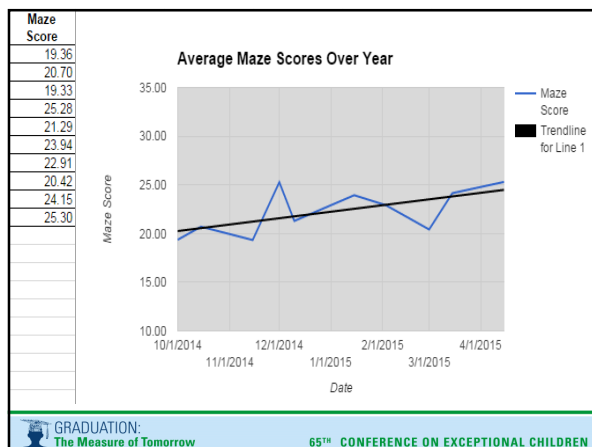
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Every year teachers come to me first


Oral Reading Findings

- Overall baseline were very high for most schools so overall growth was not sustained in all classrooms
 - On average means above 120 words correct per minute
- Of the 12 students who had ORF data at start and end of year half where above 100 words by end of the year
- Overall average growth for students who started below 130 words grew on average 10 words over the course of the year

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Questions?

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